

VISION: To develop in learners greater confidence and proficiency in the use of language skills necessary for social and academic purpose to equip them to participate in group discussions, interviews by making short oral presentation on given topics.

FROM APRIL TO SEPTEMBER

<i>CHAPTER</i>	<i>INNOVATIVE PEDAGOGY / TRANSACTION STRATEGIES</i>	<i>LEARNING OUTCOMES</i>	<i>CORE LIFE SKILLS/ART INTEG./ INTER DISC. LINKS</i>
<p>1. THE LAST LESSON</p>	<p>The session would begin with a discussion on the interpretation of the title of the lesson followed by a discussion on the habit of delaying things (Procrastination)- Student-Teacher Interaction of the lesson based on the power point presentation on Franco-Prussian war .Also the learners will be asked to locate Alsace and Lorraine districts in the map which will be shared through screen share.</p> <p>The background knowledge of the author and his works would be given. The facilitator would develop the chain of events with sequence or discourse/spoken with reference to the educational and personal domains. The prose will be explained. All possible questions and answers would be discussed and assigned which will be</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Appreciate and comprehend the plot -Identify the genre to which the story belongs. -Understand the techniques used by the author Alphonse Daudet to make them reflect on similar situations in different storylines/life experiences like Indians under the British Rule. - Enrich their vocabulary using dictionary . - Change their lackadaisical/ Procrastination attitude towards their mother tongue - To comprehend the cultural background of the story. -Realize the importance of a teacher in the life of a student. 	<p>Facilitate learners to improve their inner qualities of self -mastery, discipline, courage, trust and efficiency. Problem solving and logical thinking .</p> <p>To allow an individual to show a sense of duty, patriotism, self-sacrifice and community service.</p> <p>Integrating the Audio-Visual representation of the prose.</p> <p>Experiential learning by developing skills in the students through real-life experiences as they experience, observe and reflect as well as relate to real life experience.</p>

	<p>followed by a Group Discussion on 'Procrastination is a curse'. Learners will recall one moment or incident when they procrastinated but later later felt sorry for their lackadaisical approach. Design methods plan / steps /to do away with this casual approach.</p>		
<p>2 LOST SPRING</p>	<p>The session would begin with a documentary on the Plight of poor children. Responses will be evoked from students wrt. the identification of the problem, the possible solutions , analysing the pros and cons of each option and reach a decision/opinion / solution. The learners would be asked to interpret the title of the lesson relating it to the video. The background of the author would be given. The theme and story line would be explained. Lastly, the learners will prepare a collage in groups on Child labour.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Perceive the overall meaning and organisation of the text - Empathise with the children suffering with the problem of child labour. - Uncover the motives of the poor. -Become analytical in devising solutions to alleviate the suffering of the poor children. -Connect knowledge to life outside school. -Integrate their creative/ artistic sensibility with their linguistic competence for innovative learning. 	<p>Core values that would be inculcated in them will be of compassion, empathy and commitment for the upliftment of these children of the weaker society. Self-Directed, Engaged Learning will be fostered in them. Experiential learning through hands on experience when collecting pictures of slums for collage.</p>

3. DEEP WATER	<p>The session would begin with an interactive session wherein pictures of people battling odd situations and cue sheets to comment on situations of adversity will be provided to the students .The learners will comment and respond to each one of them.</p> <p>This will be followed by an interview that will be prepared by the learners in which they'll discuss about their phobias as related to the theme of the lesson and the defence strategies they've adopted while countering them.</p> <p>The prose would be read aloud. Difficult words would be discussed. The story outline, theme and values would be discussed by the teacher through a group discussion to facilitate peer learning.</p> <p>Learners will create an article on 'Fears conquered'.</p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> - To perceive the overall meaning and organisation of the text ie. the developments in the plot chronologically. --Infer and deduce meanings of words or phrases through prompts and context. -Unfold their logical thinking skills and identify the central/main point and supporting details, etc. to build communicative competence in learners. - Their vocabulary will be enriched. -To organize their thoughts , identify and derive at the solutions to face their fears. <p>The creative writing skills would be enhanced. They would develop their listening skills.</p> <ul style="list-style-type: none"> -Understand the techniques used by the author and identify the autobiographical element in the plot. - Enhance their imaginative faculties. - Strengthen their critical thinking skills and prepare themselves for Crisis Management. -Understand the significance of perseverance , determination and meticulous planning which are the keys to success. 	<p>Core life skills of Decision-making Determination, courage as well as honest efforts win over all terror developed in learners.</p> <p>Also development of qualities such as perseverance, being committed and responsible, Crisis Management, resilience and self-confidence in learners.</p> <p>They Make Connections when writing an article which will foster in them creativity and aesthetic sensibility.</p>
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<p>4. THE RATTRA P</p>	<p>The learners will be exposed to situations which are tempting through cue cards which will be followed by an interactive session wherein the teacher would ask the students to discuss about the outcome of their choice paving the way for the introduction of theme of the traps in life and strategies to be adopted while countering them.</p> <p>The prose will be explained. All possible questions and answers would be discussed and explained .Finally, Smartboard notes of the chapter and its theme and message will be taken for class discussion which will be followed by preparation of Story maps by learners in groups for the recapitulation of the story.</p> <p>Students will reflect on any person from real-life whom they admire /look upto as Edla in the plot.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> - Organize their thoughts , identify and derive at the solutions to overcome temptations. -To perceive the overall meaning and organisation of the text ie. the developments in the plot chronologically. - To develop the ability and knowledge required in order to engage in independent reflection and enquiry wrt. the events in the plot. <p>Acquire the skill of decoding while preparing the story maps.</p> <ul style="list-style-type: none"> -Interpret the title. -Enhance their critical thinking skills . <p>Their vocabulary would be strengthened. -they would Understand the value of forgiveness and reflection when facing any dilemmas in life.</p> <ul style="list-style-type: none"> - Organize their thoughts , identify and derive at the solutions to overcome temptations. 	<p>Core life skills of problem solving, reflective thinking developed in learners.</p> <p>Values like generosity, love, forgiveness ,understanding, trust, care concern, redemption and confession will be fostered .</p> <p>Integrating art when they derive meaning and understanding, directly from the learning experience and gain insight into life.</p>
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5. INDIGO	<p>In order to engage in independent reflection and enquiry, the session will start with a powerpoint presentation on ‘The pioneer of Independence in India: Mahatma Gandhiji.’</p> <p>The learners will experience those emotions that resulted in the overthrowing of british supremacy and personally respond to it by extracting relevant/ important information wrt. the text. encourage students. The prose will be read and explained . Mind map will be prepared to record the events chronologically to be used for recapitulation.</p> <p>The learners will design a newspaper in class in groups using the information in the text . At first they will go on a newspaper scavenger hunt to familiarise themselves with the items and layout of different items eg. headlines, bylines, photos, the editorial section, opinion page, obituaries, comics, ads, local news, etc.with their correct formats .They will have the freedom to explore and be creative without the pressure to be perfect and after proper planning and division of the work they will prepare a few pages based on the chapter’ Indigo’</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Comprehend and appreciate the lesson. -Take keen interest in History esp. the independence Era and reflect on how common men esp. the youth contributed in the achievement of freedom. -Develop the ability and knowledge required in order to engage in independent reflection and enquiry and understand that forgiveness, and peaceful means, can be more effective than revenge and violence. -Experience a range of themes and emotions and become self-reliant by having a positive self- image. -Reflect on the values of being resolute , determination , perseverance and patience which help in overcoming the odds and adversities of life. -Develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in the activity on newspaper making by selecting and extracting relevant information, using reading skills of skimming and scanning. -Enhance their cognitive skills and see how reading and writing are interconnected. -Have a sense of achievement as they work towards a common goal, and learn to appreciate and accept their peers' differences. 	<p>Core values of being responsible , selfless and confident will be gained by learners.Also reflective thinking and decision making developed in learners for experiential learning.It will facilitate making connections between similar situations in different storylines/life experiences esp. the current events in news .</p> <p>Integrating Art with language in preparing the mind maps and concept maps.</p> <p>Inter disciplinary linkage with History and Geography.</p>
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<p>6.ELEMENTARY SCHOOL CLASSROOM IN A SLUM</p>	<p>Pre- reading Activity: The session would start with an interaction on Schools in slums .A discussion on community service programs they had participated in. The title of the prose would be open for class interpretation. The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</p>	<p>The learners will be able to inculcate values like - appreciate what they are blessed with, care and concern for the deprived people of the society, sympathise with the situation the slum children are in, help people in need, selfless deeds ii) understand the value of education iii) understand the pathetic condition of the slum children iv) know the importance of the bounties of nature</p>	<p>Core values of sympathy , Brotherhood, harmony, forgiveness ,concern for the deprived people of the society, sympathetic towards the situation the slum children are in, help people in need, selfless deeds.It will facilitate making connections between similar situations in different storylines/life experiences</p> <p>Core life skills of independent thinking, problem solving , reflective using required knowledge or skills</p> <p>Art integration for experiential learning by creating a grid chart, to integrate ideas into a solution, to propose an action plan so as to support the slum children.</p>
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<p>7.GOING PLACES DELETED</p>	<p>The session would begin with an interactive discussion on Fantasy and Reality. The title of the lesson would be open for class interpretation.</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out , learners will be encouraged to derive their inferential meanings followed by explanation.</p> <p>After the topic , they will be reinventing history through reflection by changing the end based on their real-life experience.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Identify and reflect on real-life situations similar to the ones described in the plot. -Understand the implications of adolescent fantasizing and hero worshipping. -Comment on the temptations in life which distract a person from their aims. -Understand and appreciate the oral, mobile and visual elements of text and identify the elements of style such as humour, pathos, satire and irony, etc. -Depict their thoughts through the plot by indulging in critical inquiry to facilitate experiential learning. 	<p>Core values of respect for elders and family, patience and perseverance, truthfulness, faith , understand the strength of family bond.Understand the relationships and financial problems in the family Know the advantages and disadvantages of fantasising and hero worship . Thus Reflective thinking and problem solving with experiential learning.</p>
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<p>8. MY MOTHER AT SIXTY-SIX</p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme.</p> <p>A comparison of the poem with the poem A Photograph will take place in class where learners will draw a comparative analysis and present the synopsis of the discussion in the class in groups.</p> <p>The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms.</p> <p>The figures of speech and rhyme scheme would be discussed.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> - Understand and appreciate poetry. -Grasp the theme and meaning of the poem. They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. -Strengthen their vocabulary . - Become reflective and enhance their analytical skills . -Appreciate poetry and read it aloud with proper intonation -Show empathy and sympathy with the loss of the speaker. -Identify different poetic forms, figures of speech, rhyme and rhythm. 	<p>Core values of respect for elders and family, patience and perseverance, truthfulness, faith .Understand the strength of family bond. Understand the relationships and financial problems in the family</p> <p>Imbibe values like care and concern, sharing loneliness, love and affection.facilitate making connections between similar situations in different storylines/life experiences for experiential learning.</p> <p>Core life skills of independent thinking, become reflective and relating incidents to their real life will facilitate in attaining maturity.</p>
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<p>9. KEEPING QUIET</p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. (student- teacher interaction)</p> <p>They would compare the modern competitive world with the theme of the poem.</p> <p>The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>Silent reading of the poem by the students within five minutes and listing the difficult terms. The figures of speech and rhyme scheme would be discussed.</p> <p>The learners will be encouraged to compose a poem on their own.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Cultivate interest in poetry and read aloud with proper intonation -Grasp the theme and meaning of the poem. -Read the poem with proper tone and rhyme and develop an interest in poetry. <p>Their critical thinking skills would be enhanced. Their vocabulary would be strengthened.</p> <ul style="list-style-type: none"> -Develop the ability and knowledge required in order to engage in independent reflection and enquiry. -Identify the central/main point and supporting details, etc., to build communicative competence in various registers of English. -Understand the significance of quiet introspection and peace. 	<p>Core values of sensitivity, sympathy, concern and care towards the humans and mother earth.</p> <p>The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary situation of biological and cyber warfare during Covid along with their personal experiences so experiential learning as well as collaborative learning with problem solving. They will learn to apply creativity to real-life challenges.</p> <p>Thus understand social and environmental concerns along with sensitivity towards the earth.</p> <p>Inter disciplinary linkages with Science and Geography.</p>
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<p>10.THE THIRD LEVEL</p>	<p>The session will start with a discussion on: ‘ how they wish.....’ leading to the topic ‘Fantasy interweaves with reality’.</p> <p>The title of the lesson would be open for class interpretation.</p> <p>The background of the author and the era in which it was written would be given. The lesson would be read aloud and discussed. Difficult words would be listed out , learners will be encouraged to derive their inferential meanings followed by explanation.</p> <p>After the topic, the learners will be asked to prepare an Audio script of the chapter in groups which will be read in the class for a better understanding.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Explore the concept of time travel. -Become reflective and enhance their analytical skills in understanding that the past and future are real illusions. -To develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose. -Participate in group discussions, interviews by making short oral presentation on given topic. -Explore the world and find out the existing truths. 	<p>DELETED</p>
<p>11. TIGER KING</p>	<p>The session would start with an interactive session with a discussion on ‘Being Famous’ thus interpreting the title of the story.</p> <p>The students would bring out the drawbacks of Hunting. (Student-Teacher interaction).</p> <p>The background knowledge of the author would be given.</p> <p>The prose would be explained.</p> <p>Difficult words would be listed and explained.</p> <p>The moral of the story would be discussed.The learners will be encouraged to comment on the present political set-up in the</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Effectively provide a synopsis of the story. -Analyze the values and thought process of the story. -Inculcate positive values and attitudes. -Appreciate the language, content and style of the prose. -Enrich their vocabulary. -Identify the techniques used by the writer -To comprehend the theme and provide details of the personality of the character -To be able to comprehend the irony of the present society. - Appreciate, preserve and conserve our natural environment and become reflective wrt. their actions and the consequences. 	<p>DELETED</p> <p>Core values:The learners will be able to inculcate the values of empathy, courage, kindness and sacrifice</p> <p>-understand that whimsical decisions may prove disastrous.</p> <p>They will learn to apply creativity to real-life challenges. esp. relating the incident tiger population dropping at an alarming rate to humans situation due to Covid:19.</p> <p>Thus becoming reflective and critical in their approach wrt problem -solving.</p>

	<p>country. The learners in pairs will prepare concept maps to record the course of events in the story.</p>		
<p>12.THE ENEMY</p>	<p>The session would start with an interactive session on the Kargil war and its outcome followed by the Hippocratic oath for doctors ie Defined roles of each profession. This will set the base for the underlying theme of the chapter.The title of the lesson would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed. A grid chart will be prepared in the end to record the course of events chronologically in the story.</p>	<p>The learners will be able to : -Realize the importance of patriotism ,essential worth of human life and universal brotherhood. -Follow specific background of political enmity. -Identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy. -Understand the significance of professional ethics and social obligation in sensitive times. -Think on situations when humanity rises above all the national/ communal/ racial differences.</p>	<p>Core values of forgiveness ,care and concern, fulfilling duties, compassion, humaneness in war, responsibility, patriotism and equality inculcated by learners. Problem solving,independent thinking and relating it to real life incidents like chinese infiltration across border or Pulwama attacks for experiential learning. Prioritise between professional ethics and social obligation in sensitive times.</p>

<p>13.SHOU LD WIZARD HIT MOMMY</p>	<p>The session will open with a discussion on succumbing to peer pressures and whether fairy tales are a reflection of the real world. The title of the lesson would be open for interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed. After establishing the theme and explanation of the chapter, students in groups will prepare for an interview of various characters wherein they will ask question from them based on the events in the chapter and what motivated them to behave in a certain fashion.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Specifically develop the ability to be original and creative in interpreting opinion while preparing for the interview. -Develop the ability to be logically persuasive in defending one's opinion. To familiarize with specific background while tackling personal choices on security, familiarity and happiness. -Inculcate values of patience, tolerance and obedience and strengthen family bonds. -To make connections between similar situations in personal experiences and understand the technique of autobiographical element employed by the author in the plot and its purpose. -Appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues and individuality. -To participate in group discussions, interviews by making short oral presentation on given topic. -Understand the writer's attitude and bias. -Enhance their advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities like interviews of characters. 	<p>Core values of respect, acceptance, patience, concentration and curiosity inculcated. Respecting individual differences, realise that one has to be true to one's identity ie adult's perspective is different from that of a child.</p> <p>Experiential learning in relating to real life incident when children understand only the reality that they have been exposed to and cannot think of ideas and feelings in abstraction.,strengthen family bonds enabling them to handle personal choices and happiness.</p> <p>Validity of parental authority, being true to one's inherent nature and finding acceptability by the peer group</p>
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<p>14. ON THE FACE OF IT</p>	<p>The session would start with an interaction on appearances are deceptive.</p> <p>The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.</p> <p>To establish the theme, an activity will be conducted in which they will prepare an interview of a personality who has won fame despite the hardships in life.</p> <p>The learners will appreciate each other to acknowledge the beauty around and reflect on the countless blessings in their life. They will comment on the ending of the plot and alter the plot as per their choice.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Value self identity and would rise above prejudices and apprehensions . They would appreciate the traits in an individual. -to develop students' abilities to organise information and construct it into a text. -Develop students' abilities to revise, redraft and improve their writing - To develop students' abilities to construct questions. -Reinvent history. -Develop their optimistic attitude towards life amidst many struggles. -Develop their advanced language skills and the skills of reasoning, drawing inferences. -Engage in independent reflection and enquiry. -Value self identity and would rise above prejudices and apprehensions . -Appreciate the traits in an individual. -Organise information and construct it into a text. -To develop abilities to revise, redraft and improve their writing . 	<p>Core values inculcated: Empathy, affection, care and concern, optimism and faith. Face the challenges in life with a positive approach, develop optimistic approach towards life and gain insight into the loneliness of physically challenged.</p> <p>Core life skills of critical thing and decision making in relating it to real life incidents and realise that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities.</p>
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FROM OCTOBER TO MARCH

<i>CHAPTER</i>	<i>INNOVATIVE PEDAGOGY / TRANSACTION STRATEGIES</i>	<i>LEARNING OUTCOMES</i>	<i>CORE LIFE SKILLS/ ART INTEGRATION/ INTER DISC, LINKAGES.</i>
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<p>15. POETS AND PANCAKES</p>	<p>The background of the author would be given. The prose would be read aloud and discussed. The learners will be shown the clippings of Gemini studios with the titles of the works they had screened to prepare the background.</p> <p>The title of the chapter will be left for interpretation and understanding which will be discussed again towards the end .The lesson would be read aloud and discussed. A discussion will follow on Communism and they will reflect on Stephen Spender and make connections with his poem in the course Elementary School classroom in a slum.They will comment on the themes he addressed.</p> <p>After the necessary explanation of the chapter the learners will reinterpret the title.</p> <p>The theme will be discussed followed by an enactment on the scene at the Gemini studio.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation / enactments on given topics. -Develop the ability and knowledge required in order to engage in independent reflection and enquiry. -Equip themselves with the skill of minutely observing what goes into the making of a movie. -Identify and make connections between similar situations in real life; understand the writer's attitude and bias ie. comprehend the difference between what is said and what is implied. - Compare the works and themes of Stephen Spender and make connections with his poem in the course ‘Elementary School classroom in a slum’ . 	<p>DELETED</p>
<p>16. THE INTERVIEW</p>	<p>The learners will be introduced to the term ‘Interview’. They will share their experiences of reading or conducting an interview themselves or even participating in a panel discussion. In groups , they will prepare an interview of an author from the chapters in the course. This will be followed by</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Comprehend the text. - To make connections between similar situations in personal experiences and understand the technique of autobiographical element employed by the author in the plot and its purpose. -Develop greater confidence and 	<p>DELETED</p>

	<p>their experience of the same and a discussion on the unwarranted intrusion it brings. The lesson would be read aloud and discussed.</p>	<p>proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics.</p> <ul style="list-style-type: none"> -Peep into the minds of the interviewee and the interviewer. -Develop their analytical skills while doing the research on the author. 	
17. GOING PLACES	<p>The topic will begin with the discussion on the audio script based on a scene from the chapter capturing its essence . The learners will try to interpret the title trying to understand the character and commenting on her situation.. This will be followed by the reading of the text .They would identify and make connections between similar situations in their own life. They will derive the theme of dreams and reach at the practical side of it ie dreams are not real .</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Relate to the adolescent issues of hero worship and adolescent fantasizing. -Identify and reflect on real-life situations similar to the ones described in the plot. -Comment on the temptations in life which distract a person from their aims. -Make connections between similar situations in different storylines/life experiences -Make them accept the reality of life and become practical-minded. 	DELETED
18. A THING OF BEAUTY	<p>The learners will try to interpret the title.They'll be informed about the role the beautiful things play in and how beauty brings us near the endless joy.The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Cultivate interest in poetry and read aloud with proper intonation -Grasp the theme and meaning of the poem. -Read the poem with proper tone and rhyme and develop an interest in poetry. 	<p>Core values inculcated: Values like peace, contentment, respect, care and concern for the nature and environment. Develop aesthetic sensibilities and sensitivity for experiential learning when sensitized towards environment.</p> <p>Life skills: Engage in</p>

	<p>rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem would be done by the students within five minutes and listing the difficult terms. The figures of speech and rhyme scheme would be discussed.</p>	<p>-Develop the ability and knowledge required in order to engage in independent reflection and enquiry. -Identify the central/main point and supporting details, etc., to build communicative competence in various registers of English.ie understand that beautiful things/moments are worth treasuring as they leave an everlasting impression on the minds of people know that inner beauty is important rather than the outer one -Read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc. to appreciate the myth associated with it.</p>	<p>independent reflection and enquiry. Reflective, conscious decision making when indulging in interacting with the beautiful elements of nature.</p>
<p>19. A ROADSIDE STAND</p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme.(student- teacher interaction) They would compare the modern competitive world with the theme of the poem. The background of the poet would</p>	<p>The learners will be able to : -Comprehend the difference between what is said and what is implied. _Become more observant and vigilant in noticing things around themselves and reflect on the minutest of the things that go unnoticed . -Empathise with people who are at the roadside stand and value the service they render. -Develop their sensitivity</p>	<p>DELETED</p>

	<p>be discussed.</p> <p>The poem would be read aloud with proper intonation rhyme and rhythm.</p> <p>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>Silent reading of the poem by the students within five minutes and listing the difficult terms.</p> <p>The figures of speech and rhyme scheme would be discussed.</p>	<p>towards their duties and responsibilities and become appreciative of such people.</p> <p>-Develop their optimistic attitude towards life amidst many struggles.</p> <p>-Understand and appreciate the oral, mobile and visual elements of text and identify the elements of style such as humour, pathos, satire and irony, etc</p>	
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<p>20. AUNT JENNIFER'S TIGERS</p>	<p>The session would begin with an interactive session on 'Educating the Girl Child'. (Student- Teacher interaction). They'll be exposed to pictures based on the poem where women are portrayed as dependent on men. Responses will be invited on pictures of women with tigers. The base of the poem is set through those visual cues. The poem would be read aloud in the class followed by an explanation emphasizing on the values and need of education. The learners will identify the symbols in the poem and try to make connections with the Aunt portrayed in the poem as weak focusing on the patriarchal set up of the society.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text. -Enhance their reading skills - Respond and demonstrate visual interest in familiar characters and objects linked to the text. - Aware themselves about the importance of Education. -Enhance their critical reading and analytical skills so that they can demonstrate research skills integrating their own ideas with those of others. - Appreciate poetry and develop the ability of reading with proper stress and intonation -Identify poetic forms and adept themselves with the figures of speech, rhyme and rhythm. -Cultivate interest in poetry. - Develop the ability of appreciation of ideas and criticizing the thinking. 	<p>Core values : Inculcate values like sympathy, confidence, patience and empathy . Understand that womenfolk is a respectable entity and deserves due respect. face such unforeseen oppressions boldly raise voice against patriarchy and have individuality. Core life skills of independent thinking, reflection and spirit of enquiry and experiential learning and develop aesthetic sensibility when they visualise the constraint of married life experienced by a woman. Engage in independent reflection and enquiry. Cultivate feelings of respect towards fellow beings. -Enhance their imaginative faculties. Strengthen their critical thinking skills. Inter disc . linkage with History wrt the status of women in the past.</p>
<p>21. JOURNEY TO THE END OF THE EARTH</p>	<p>The session will begin with a statement : 'Take care of small things and the big things will take care of themselves.' They'll try to infer the meanings of the statement and relate it to their life A response on the environment will lead to the title. After this the learners will listen to</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Develop their sensitivity towards their duties and responsibilities. -Gain will power and inspiration from the main characters. -They would develop their optimistic attitude towards life amidst many struggles. 	<p>DELETED</p>

	<p>an interview of the author based on the chapter .. The background of the author would be given. The prose would be read aloud and discussed. Explanation will be given to the learners for a better understanding of the chapter. The learners will then prepare documentary /presentation on Antarctica in groups.</p>	<p>-Understand how global temperatures can be a threat to human existence. -Understand that they owe an obligation to the environment as they have not inherited it but borrowed it from future generations.</p>	
<p>22.EVANS TRIES AN O-LEVEL</p>	<p>The session will begin with a discussion on the topic :” Prisons are places of torture”.The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.Comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors having the the plot of a similar kind. Making an audio story out of the novel/text to be read aloud.In the end learners will record the course of events chronologically in the story</p>	<p>The learners will be able to :</p> <p>-Familiarize themselves with specific background of the cat and mouse role of the police and the criminal. -Identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity. -To sensitize learners to the imminent issues of crime and punishment. -Extrapolating about the story read or life of characters after the story ends defending characters actions in the story.</p>	<p>Core values: Adopting multidimensional approach to the problem and understand the gravity of the situation and act accordingly. Imbided values of patience, trust, faith and confidence ; use wisdom and wit for solving the problem , know that presence of mind helps in decision making in adverse situations Core life skills: Engage in independent reflection and enquiry. Inter-disciplinary approach to incidents of similar nature in news of convicts . Art integration in creation of an audio book and chronological layout of the prose.</p>

<p>23. MEMORIES OF CHILDHOOD</p> <p>a) CUTTING OF MY LONG HAIR</p> <p>b) WE TOO ARE HUMAN BEINGS</p>	<p>An interactive session will take place on the interpretation of the title .The learners will narrate incidents from their life where they felt someone being treated as an animal. The background of the author would be given. The prose would be read aloud and discussed.</p> <p>The background of the author will be shared and the learners will relate to similar incidents mentioned in the text. After this they will be making connections between similar situations in different storylines/life experiences .Next they will prepare an Advertisement on the importance of education in our life.</p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> -Become sensitive towards the imminent issues of child abuse , child exploitation , untouchability and racism . -Cultivate feelings of respect towards fellow beings. -Understand the techniques used by the author and identify the autobiographical element in the plot. - Enhance their imaginative faculties. - Strengthen their critical thinking skills. -Build inner strength and value the things one is blessed with and understand the significance of education . -To facilitate making connections between similar situations in different storylines/life experiences. -To understand the role of education in the life of an individual . 	<p>DELETED</p>
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<p>WRITING AND GRAMMAR</p> <ul style="list-style-type: none"> a) Determiners b) Clauses c) Modals d) Tenses e) Change of Voice 	<ul style="list-style-type: none"> ● Story construction using flash cards ● Worksheets ● Role play delivering dialogues 	<ul style="list-style-type: none"> ● Sentence construction skills would be strengthened. ● Comprehending skills would be improved. ● Promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities ● The creative skills would be enhanced. ● Develop team spirit and learn the art of coordination and cooperation. 	<ul style="list-style-type: none"> • Core Life Skills Problem Solving, confidence, Self-expression • Inter-disciplinary Linkage Value Education – Inculcating values and good behaviour through value based activities. • Core Value Concerns Self-confidence, Motivation Incorporating drama in classroom for experiential learning. Promoting creativity and integrating art with language. Experiential learning and enhancing artistic abilities.
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<p>Writing Skills:</p> <ul style="list-style-type: none"> a) Letter writing b) Notice c) Advertisement d) Invitation e) Article writing f) Report writing g) Speech h) Debate 	<ul style="list-style-type: none"> ● Sample question ● Practice questions ● Realia (Newspaper, magazines etc. ● Group Activities 	<ul style="list-style-type: none"> ● Write without prior preparation on a given topic and be able to defend or explain the position taken/views expressed in the form of articles, speech or debate. ● Model the strategies in class and give students the time to practice and reflect on their use of writing strategies. ● Dividing the process of writing (which ● include planning, goal setting, drafting, evaluating, revising, and editing) to achieve the desired results. ● To express ideas fluently and spontaneously without difficulty in expressions, grammar usage, relevant vocabulary. 	<ul style="list-style-type: none"> • Core Life Skills Freedom of expression & clarity of thoughts. • Inter-disciplinary Linkage Integrate other areas of learning with language . Through discussion , debate , documentary, animation ,short movie and role play, the students will be able to apply value-based reasoning while addressing problems and issues in daily life. • Core Value Concerns Self Expression and language as a tool to express and shape opinions Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency Applying conventions, using integrated structures with accuracy and fluency.
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		<ul style="list-style-type: none">● Write without prior preparation on a given topic and be able to defend or explain the position taken/views expressed in the form of articles, speech or debate.● Model the strategies in class and give students the time to practice and reflect on their use of writing strategies.● Dividing the process of writing (which● include planning, goal setting, drafting, evaluating, revising, and editing) to achieve the desired results.● To express ideas fluently and spontaneously without difficulty in expressions, grammar usage, relevant vocabulary.	
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